

## ESL Curriculum Exemplar

Aligned to the 2007 WIDA Standards

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup> CENTURY GLOBAL SKILLS

Grade Level Cluster 9-12 Unit Overview	
<b>Content Area:</b> English as a Second Language:	
<b>Unit Title:</b> The Immigrant Experience	<b>Program Model:</b> Proficiency level; Class period - 45 minutes
<b>Target Proficiency Level:</b> Level 2 Beginning to Level 3 Developing <a href="http://www.wida.us/standards/perfdefs.pdf">www.wida.us/standards/perfdefs.pdf</a>	
<p><b>Unit Summary:</b> In “The Immigrant Experience,” students explore their personal and their peers’ perspectives on immigration using a range of culturally authentic learning materials, such as magazine articles, websites, graphs, and photographs. Through a series of scaffolded learning activities, they strengthen their listening, speaking, reading, and writing skills. As they do, they reflect on their own immigration experience, develop materials that promote multicultural awareness, close the social gap, increase communication skills, and develop research skills.</p> <p><b>Interdisciplinary Connections:</b> Language Arts, Social Studies and Technology</p> <p><b>21<sup>st</sup> Century Themes:</b> Global Awareness and Civic Literacy</p>	
<p><b>Unit Rationale:</b> Developing awareness of immigration and understanding others’ perspectives is an important factor in preparing today’s youth for success in life and in developing career skills for the 21<sup>st</sup> century. By connecting self to text, students are motivated to share their personal experiences orally and in writing. Students will have an opportunity to critically reflect upon their own immigration experience and to compare their experiences with other English speakers.</p>	
Learning Targets	
WIDA	English Language Proficiency Standards
ELP Standard 1	English language learners communicate for <b>Social</b> and <b>Instructional</b> purposes within the school setting.
ELP Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b> .
ELP Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b> .
Language Domains:	Each standard encompasses four language domains that define how ELLs process and use language: listening, speaking, reading, writing
<b>2010 Common Core Standards</b>	<b>English Language Arts Writing Standards for Literacy in History, Science and Technical Subjects</b>
Text types and purposes 9-10.2 11-12.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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<b>2009 NJCCCS</b>	<b>Social Studies</b>	
U.S. History: 6.1	America in the World All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.	
Strand D	Relate varying immigrants' experiences to gender, race, ethnicity, or occupation.	
<b>Related Cultural Content Statements</b>		
<ul style="list-style-type: none"> <li>• Immigration is a vital part of America's past and present history.</li> <li>• Different cultures have differing views on present day immigration.</li> <li>• Reasons for immigration may vary across cultures.</li> <li>• Each immigrant's personal experience is unique to his or her reality.</li> <li>• Every English Language Learner is part of the American experience.</li> </ul>		
<b>Unit Essential Question</b>	<b>Unit Enduring Understandings</b>	
What language do students need in order to demonstrate comprehension and engage in the topic of immigration?	<ul style="list-style-type: none"> <li>• Listening, speaking, reading, and writing about the immigrant experience require specific academic language.</li> <li>• The immigrant experience connects everyone in the United States.</li> <li>• The immigrant experience connects everyone in the world.</li> </ul>	
<b>About the Development of "The Immigrant Experience"</b>		
<p>The development of this unit was inspired by our English Language Learners (ELLs) and the divide that often occurs between our ELLs and their English speaking peers. We wanted our ELLs to understand that their immigration experiences are an important part of our society, and that other English speakers may have a history of immigration in their families as well. It is important for our ELLs to feel that they are an integral part of American society and history. Brenda Avila and Caia Schlessinger would like to personally thank History teacher Julie Brady, of West Orange High School, for providing us with some of the resources and ideas that we used to develop this unit.</p>		
<b>Evidence of Learning</b>		
<b>Summative Assessment:</b>		
A Power Point presentation Photo Essay comparing and contrasting the students' immigrant experiences with an English speaker's immigrant experience, and emphasizing what they have learned as a result of this unit.		
<b>Equipment needed:</b> Student computers (with multi-media production tools such as Photo Story or Power Point and Internet), and digital cameras.		
<b>Teacher Resources:</b> Rubric to grade Photo Essay – summative assessment		
<b>Unit Learning Target:</b>		
Students will compare and contrast their immigrant experience with others' immigrant		

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experiences by creating a photo essay using narrative writing and graphics and presenting their findings to the class.

### Lesson Plans

Lesson	Timeframe
Lesson 1 Introduction to the American Immigrant Experience	2 days
Lesson 2 Timeline of the American Immigration Experience	2 days
Lesson 3 Coming to America	2 days
Lesson 4 Interview Preparation	2 days
Lesson 5 Interview Reflections	2 days
Lesson 6 Photo Essay	4 days

**Teacher Note:** These lessons build upon previously learned vocabulary and grammatical structures. Teachers must reactivate the needed vocabulary and structures prior to teaching these lessons or must pre-teach these concepts.

#### Curriculum Development Resources:

WIDA Standards [www.wida.us](http://www.wida.us)

NJCCCS and Common Core Standards <https://www13.state.nj.us/NJCCCS/>

The Immigrant Experience as an Instructional Tool Across Content Areas

Brenda Avila, Julie Brady, West Orange Public Schools

<http://www.njtesol-njbe.org/handouts10/default.htm>

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The Immigrant Experience Lesson Plan #1							
<b>Content Area:</b> English as a Second Language							
<b>Lesson Title:</b> Introduction to the American Immigrant Experience			<b>Timeframe:</b> 1-2 days				
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies, and Technology							
<b>Integration of Technology:</b> Power Point Presentation, LCD projector							
<b>Equipment needed:</b> Computer/projection setup							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students: <i>Speaking</i></p> <ul style="list-style-type: none"> <li>Orally answer teacher questions and share responses about the description of the American people in pairs and as a whole class with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible).</li> </ul> <p><i>Speaking &amp; Writing</i></p> <ul style="list-style-type: none"> <li>Define and create pictorial representations of vocabulary related to the American immigrant experience</li> </ul>	<p><b><u>Key Vocabulary:</u></b> Immigration, experience, immigrant, foundation, diversity, influence, cultures</p> <p><b><u>Key Language Structure:</u></b> Prefix, suffix, compound word, cognate, synonym, antonym (use in Four Corner Vocabulary Activity).</p> <p><b>Warm-up:</b> Students: Respond to question: How can you describe the American people? (Questions are included in the PowerPoint presentation: Introduction to the American Immigrant Experience).</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Projects warm-up question on slide 2 of the PowerPoint presentation. Instruct students to reflect on the question, share their reflections with a partner, and then with the class as a whole (think-pair-share).</li> </ol>	<p><b><u>Formative</u></b></p> <ul style="list-style-type: none"> <li>Warm-up and closure responses</li> <li>Four Corner Vocabulary graphic organizer in cooperative groups</li> <li>Jigsaw activity: presenting completed graphic organizers</li> <li>Homework</li> </ul>

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<p>using a graphic organizer in cooperative groups.</p>	<ol style="list-style-type: none"><li>2. Teacher: Asks students the following question: Why did you describe the American people in this way? The teacher will use the key vocabulary in this discussion</li><li>3. Teacher: Divides the students into groups of two or three students, and assigns each of the groups two or three vocabulary words aka Jigsaw activity. (Vocabulary words are included in the Microsoft Word Document: The Immigration Experience Vocabulary, and the PowerPoint presentation: Introduction to the American Immigrant Experience).</li><li>4. Teacher: Models for the students how to complete the graphic organizer if needed.</li><li>5. Students: Complete the Four Corners Graphic Organizer in groups: translate, find synonyms, write sentences, and create a visual representation for their assigned vocabulary words (The graphic organizer is a Microsoft Word Document: Four Corners Vocabulary).</li><li>6. Students: Share their completed graphic organizers with the rest of the class. The completed graphic organizers will be posted to create a word wall for the unit.</li></ol> <p><b>Closure:</b> Students: Use the newly learned vocabulary to add to their reflections from the beginning of class.</p> <p><b>Expansion/Extension/Homework:</b> Students: Ask the people they live with the following questions, and record their answers, in English, or in first language: How do you describe the American people? Why do you describe them this way?</p>	
<p><b>Differentiation:</b> Use flexible grouping; deliberately pair students heterogeneously by proficiency level. <b>ELP Level 2:</b> Define vocabulary concepts from illustrations and word/ phrase banks. <b>ELP Level 3:</b> Give examples of vocabulary concepts from illustrations and word/phrase banks.</p>		
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"><li>• Power Point presentation: Introduction to the American Immigrant Experience</li><li>• Graphic organizer: Four Corners Vocabulary</li></ul>		

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- Key vocabulary list

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The Immigrant Experience Lesson Plan #2							
<b>Content Area:</b> English as a Second Language							
<b>Lesson Title:</b> Timeline of the American Immigration Experience			<b>Timeframe:</b> 1-2 days				
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	X	Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration	
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies, and Technology							
<b>Integration of Technology:</b> Power Point Presentation, LCD Projector							
<b>Equipment needed:</b> Computer/projection setup							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students: <i>Listening &amp; Speaking</i></p> <ul style="list-style-type: none"> <li>Orally discuss diverse views of the American Immigrant Experience with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible).</li> <li>Use new vocabulary words related to immigration in correct context in a class discussion.</li> <li>Orally express the connection between their own personal</li> </ul>	<p><b>Key Vocabulary:</b> Views, timeline, flashcards, chronological, relate</p> <p><b>Key Language Structure:</b> Use chronology/sequencing terms and concepts such as first, second, third, next, then, etc. (for timeline activity)</p> <p><b>Warm-up:</b> Students: Share their homework from the night before in a think-pair-share activity.</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Projects slide 5 of Power Point presentation: Introduction to the American Immigrant Experience, which states the Diverse Views of American Immigration. Review and discuss slide in a teacher directed discussion.</li> <li>2. Teacher: Pairs students and distributes one timeline flashcard to each pair, created from</li> </ol>	<p style="text-align: center;"><b><u>Formative</u></b></p> <ul style="list-style-type: none"> <li>Warm-up and closure responses</li> <li>Monitor comprehension of teacher directed discussion of Diverse Views of American Immigration</li> <li>Sequencing of timeline flashcards</li> <li>Use of new vocabulary</li> </ul>

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<p>immigration experiences to the information presented in the timeline using previously taught vocabulary.</p> <p><i>Reading</i></p> <ul style="list-style-type: none"> <li>• Read facts about immigration and sequence these events in pairs.</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• Use new vocabulary, terms, and concepts from the lesson to answer closure and homework questions in complete sentences.</li> </ul>	<p>the Microsoft Word Document: Information for Timeline Flashcards</p> <ol style="list-style-type: none"> <li>3. Students: Sequence themselves by the year on one side of the flashcard.</li> <li>4. Students and Teacher: Read the information on the back of the flashcards in chronological order, while the teacher shows slides 6 through 11 that contain images that correlate to the events on the flashcards, found in Power Point presentation, Introduction to the American Immigrant Experience. The students will sit down after reading their flashcards.</li> <li>5. Teacher: Distributes Power Point handouts for the students to have as a resource for the remainder of the unit.</li> </ol> <p><b>Closure:</b> Students: Complete an exit card by answering the following question in a complete sentence:</p> <ol style="list-style-type: none"> <li>1. Does your immigration experience relate to the American immigration experience presented in the timeline? How?</li> </ol> <p><b>Expansion/Extension/Homework:</b> Students: Answer the following questions using complete sentences: Using your Power Point handouts, which event can you relate to the most? Why?</p>	<ul style="list-style-type: none"> <li>• Ability to read flashcard</li> <li>• Exit card responses</li> <li>• Homework</li> </ul>
<p><b>Differentiation:</b> Lesson Sequence, Activity 3: Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level.</p> <p><b>ELP 2:</b> Locate visually supported information on timeline facts.</p> <p><b>ELP 3:</b> Sequence visually supported information on timeline facts.</p>		
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"> <li>• Power Point presentation: Introduction to the American Immigrant Experience</li> <li>• Power Point Handouts</li> <li>• Timeline Flashcards</li> </ul>		

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The Immigrant Experience Lesson Plan #3					
<b>Content Area:</b> English as a Second Language					
<b>Lesson Title:</b> Coming to America			<b>Timeframe:</b> 1-2 days		
Lesson Components					
<u>21<sup>st</sup> Century Themes</u>					
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy
					Health Literacy:
<u>21<sup>st</sup> Century Skills</u>					
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication
X		X		X	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts and Social Studies					
<b>Integration of Technology:</b> Teacher presentation and student creation of graphic organizers					
<b>Equipment needed:</b> Computer/projection setup and teacher access to Microsoft Publisher or Microsoft Word, Inspiration Program, Student computers with access to Microsoft Publisher or Microsoft Word, Inspiration Program					

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students:</p> <p><i>Speaking &amp; Writing</i></p> <ul style="list-style-type: none"> <li>Describe orally and in writing how their lives have changed since their arrival in the U.S.A. using a graphic organizer, previously taught vocabulary and sentence structures, and with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible).</li> <li>Sequence in writing the events of their</li> </ul>	<p><b>Key Vocabulary:</b> Autobiography, life, change, brainstorming, ideas, events</p> <p><b>Key language structures:</b> Transition and sequence words - Before I came to America, I...; After I came to America, I...; past tense of verbs / sequence &amp; transitional words: first, then, next, after awhile, after that, finally</p> <p><b>Warm-up:</b> Student: Answer the following question in their notebooks: How does life change for people when they move to America? Give two reasons. Students: Share their responses in a think-pair-share activity.</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Explains the meaning of <u>autobiography</u>: a story of your life written by you.</li> </ol>	<p><b><u>Formative</u></b></p> <ul style="list-style-type: none"> <li>Warm-up and closure responses</li> <li>Participation in class discussion</li> <li>Completed T-chart</li> <li>Completed Sequence Chain</li> <li>Homework</li> </ul>

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<p>immigration experience using a graphic organizer, previously taught vocabulary and transition words, and with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible).</p>	<ol style="list-style-type: none"><li>2. Teacher: Explains to students that they will be writing an autobiography about their life changing experiences of coming to America using graphic organizers (T-chart and sequence chain).</li><li>3. Teacher: Explains to the students that today they will be brainstorming ideas for their autobiography using a T-Chart in which they will list events that occurred in their lives before coming to America and after coming to America.</li><li>4. Teacher: Elicits information from the students to complete a T-Chart about Julia (suggested resource: the main character of “Something to Declare” or another previously taught immigrant’s autobiography) and how her life changed when she first came to America. Emphasize and review the following vocabulary and sentence structures: Before I came to America, I...; After I came to America, I...; past tense of verbs as needed based on student answers. Provide examples of key vocabulary and sentence structures as needed.</li><li>5. Students: Volunteer answers.</li><li>6. Teacher: Elicits categories such as school, friends, family, home, etc. that students can use in their own T-charts. The teacher will correctly write this information on the board, emphasizing the vocabulary and sentence structure listed in step 4.</li><li>7. Students: Complete their own T-charts using previously learned vocabulary on the word wall from lesson 2, and the information on the board.</li><li>8. Teacher: Projects the sample sequence chain using an LCD projector, if available,</li><li>9. Students: Create their own sequence charts using the information in their T-charts, and the sequence words on the board. If students have access to computers with programs such as Microsoft Publisher or Microsoft Word, Inspiration Program, they can create their</li></ol>	
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	<p>sequence chain using these programs. Inspiration is recommended since it can easily create a sequence chains with images and convert a sequence chain into an outline.</p> <p>10. Students: Present their charts and chains to the class and discuss their answers.</p> <p><b>Closure:</b> Students: Complete an exit card by answering the following question: What is one area in which your life has changed since coming to the USA? How has it changed?</p> <p><b>Expansion/Extension/Homework:</b> Students: Ask the people you live with the following questions, and record their answers in writing in English, or in your first language: How has your life changed since coming to the USA?</p>	
<p><b>Differentiation:</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.</p> <p><b>ELP 2:</b> Complete sentence frames based on information in their T-charts, interview questions and answers from lesson #4, and Venn diagram activity from lesson #5.</p> <p><b>ELP 3:</b> Create paragraphs based on the information in their T-charts, interview questions and answers from lesson #4, and Venn diagram activity from lesson #5.</p>		
<p><b>Suggested Resources:</b></p> <ul style="list-style-type: none"><li>• T-Chart</li><li>• Sequence Chain</li><li>• ‘Something to Declare’ sample autobiography [ <u>Something to Declare</u> by Julia Alvarez pg. 119-124 From Textbook: Hampton Brown High Point Level C (Success In Language) By: Schifini, Short, and Villamil Tinajero / ISBN: 978-0736209656]</li><li>• Recommended Resource: Use the Inspiration program to create an outline for writing based on the sequence chain: <a href="http://www.inspiration.com/">http://www.inspiration.com/</a></li></ul>		

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The Immigrant Experience Lesson Plan #4							
<b>Content Area:</b> English as a Second Language							
<b>Lesson Title:</b> Interview Preparation			<b>Timeframe:</b> 1-2 days				
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts and Social Studies							
<b>Integration of Technology:</b> Video clip or Internet sites for interviews							
<b>Equipment needed:</b> Computer/LCD setup							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students will:</p> <p><i>Speaking</i></p> <ul style="list-style-type: none"> <li>Orally participate in a class discussion about interviews and the interview process with L1 support (bilingual dictionaries, electronic translators, and clarification in their first language when possible).</li> </ul> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>Write ten interview questions using previously taught question words and sentence structure.</li> </ul> <p><i>Speaking and Listening</i></p> <ul style="list-style-type: none"> <li>Ask questions, listen</li> </ul>	<p><b>Key Vocabulary:</b> Interview, questions, answers, opportunities, influence, poverty, persecution, discrimination</p> <p><b>Key Language Structures:</b> Question frames - Do, Does, What, Who, When, Where, Why, How?</p> <p><b>Warm-up:</b> Students: Write down a question that you have always wanted to ask a classmate (parameter of question types). Students will share their responses in a think-pair-share activity.</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Asks students to volunteer to share their questions with the whole class. Writes a list of questions on the board, revising and editing as you write. Uses the students' written responses as a form of pre-assessment to determine the students' readiness level for writing activities.</li> </ol>	<ul style="list-style-type: none"> <li><b>Warm-up:</b> Students' written responses are a form of pre-assessment to determine the students' readiness level for writing their own interview questions. <b>Formative</b></li> <li>Warm-up and Closure responses</li> <li>Completion of 10 interview questions</li> <li>Practice interview – asking questions,</li> </ul>

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<p>to answers, and record the answers in a practice interview after watching the teacher model an interview.</p>	<ol style="list-style-type: none"><li>2. Students: Copy the questions onto their papers. This is helpful for the beginning students to have a sample list of questions.</li><li>3. Teacher: Asks the students: What is an interview? Asks the students if they have ever been interviewed or if they know of anyone who has been interviewed. Elicits and discusses the concept of an interview, providing verbal examples of situations in which people are interviewed. Shows a video clip of an interview</li><li>4. Teacher: Asks for a student volunteer. Models for the students how to conduct an interview. Interviews a student or has a student interview the teacher.</li><li>5. Teacher: Reviews the process of writing questions and the use of question words (how, who, what, when, where, why, did, do, does, etc.).</li><li>6. Students: Write ten questions that they will ask an English speaker. The questions should focus on the history of the person's family (see Microsoft Word Document: Sample Interview Questions)</li><li>7. Students: Practice asking, answering, and recording answers using sample questions from the warm-up activity and class discussion (in pairs).</li></ol> <p><b>Closure:</b> Students: Read one of their recorded answers to the class.</p> <p><b>Expansion/Extension/Homework:</b> Students: Ask the people you live with the following question, and record their answers, in English, or in your first language: Why did you decide to come to the USA?</p> <p><b>Note:</b> Students need to interview an English speaker before the next lesson. We suggest arranging this with another teacher in the building, who is willing to have his or her students interview your ESL students. The interviews should allow</p>	<p>answering questions, recording answers to questions</p>
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	enough time to properly record the students' answers. When pairing students, be sensitive of their language abilities and any cultural details of importance. Teacher could have a list of possible participants to be interviewed.	
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### **Differentiation:**

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.

- **ELP 2:** Create interview questions using sentence frames.
- **ELP 3:** Create interview questions using the Internet sites provided on the resource sheet as models. Links are included in the Microsoft Word Document: Resources

Lesson Sequence, Activity 7: Based on students comfort levels, group students by ability level or have one advanced student work with a lower-level student to help in development of language skills during the interview process. Students will produce more quality responses to their interview questions when paired appropriately.

### **Suggested Resources:**

- Microsoft Word Document: Internet Resources
- Microsoft Word Document: Sample Interview Questions
- Microsoft Word Document: Student/Teacher Interview Grading Scale
- Microsoft Word Document: Cooperative Skills Observation Form

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The Immigrant Experience Lesson Plan #5							
<b>Content Area:</b> English as a Second Language							
<b>Lesson Title:</b> Interview Reflections			<b>Timeframe:</b> 1-2 days				
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
<u>21<sup>st</sup> Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts and Social Studies							
<b>Integration of Technology:</b> LCD Projection System							
<b>Equipment needed:</b> Computer/projection set-up							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students:</p> <p><i>Writing</i></p> <ul style="list-style-type: none"> <li>• Compare/contrast in writing the student's personal immigration experience with the immigration experience of the person who they interviewed using a Venn diagram and L1 support (dictionaries, electronic translators, and clarification in their first language when possible).</li> </ul>	<p><b>Key vocabulary:</b> Classmate, family, compare, contrast, different, same, T-chart, sequence chain, interview questions, Venn Diagram</p> <p><b>Key language structures:</b> Compare and contrast: alike, both, and so, different, but, however</p> <p><b>Warm-up:</b></p> <p>Teacher: Asks the students to move and stand by the closest response of the person who they interviewed.</p> <p>Four corners:</p> <ul style="list-style-type: none"> <li>The student immigrated,</li> <li>The student's parent(s) immigrated,</li> <li>The student's grandparent(s) immigrated,</li> <li>Other.</li> </ul> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Asks the students what it means to compare and contrast.</li> <li>2. Teacher: Introduces key vocabulary:</li> <li>3. Teacher: Generates sample sentences using the above language structures to compare and</li> </ol>	<p><b>Formative</b></p> <ul style="list-style-type: none"> <li>• Warm-up and Closure Responses</li> <li>• Sentences comparing and contrasting experiences using specific sentence structures</li> <li>• Venn diagram</li> <li>• Homework</li> </ul>

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	<p>contrast the students' experiences with the English speaker's experiences.</p> <ol style="list-style-type: none"><li>4. Teacher: Projects the Venn diagram, demonstrating where to place the sentences, after the students have completed their sentences (see Microsoft Word Document titled: Venn diagram).</li><li>5. Students: Write complete sentences using the handout titled 'Comparison-Contrast Sentences', their T-charts, their sequence chains, and the interview answers, the students will (see Microsoft Word Document titled: Comparison-Contrast Sentences).</li><li>6. Students: Write a paragraph comparing and contrasting experiences.</li></ol> <p><b>Closure:</b> Students: Share their paragraphs with the class.</p> <p><b>Expansion/Extension/Homework:</b> Students: Organize the comparison and contrast sentences sequentially.</p>	
<p><b>Differentiation:</b> Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.</p> <p><b>ELP 2:</b> Write paragraph comparing and contrasting experiences using sentence frames and word wall.</p> <p><b>ELP 3:</b> Write a paragraph comparing and contrasting experiences using Venn diagram and word wall.</p>		
<p><b>Suggested Resources:</b> Comparison – Contrast Sentences Venn Diagram</p>		

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The Immigrant Experience Lesson Plan #6							
<b>Content Area:</b> English as a Second Language							
<b>Lesson Title:</b> Photo Essay			<b>Timeframe:</b> 2-4 days				
Lesson Components							
<u>21<sup>st</sup> Century Themes</u>							
X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy	Health Literacy:	
<u>21<sup>st</sup> Century Skills</u>							
X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication	X	Collaboration
<b>Interdisciplinary Connections:</b> Language Arts, Social Studies, and Technology							
<b>Integration of Technology:</b> Digital Camera, Power Point, LCD projector							
<b>Equipment needed:</b> Computer/projection set-up							

Goals/Objectives	Learning Activities/Instructional Strategies	Assessment Tasks
<p>Students:</p> <p><i>Speaking &amp; Writing</i></p> <ul style="list-style-type: none"> <li>• Summarize orally and in writing what they have learned during this unit on immigration by creating a photo essay after viewing an example, using previously written sentences, and with L1 support (dictionaries, electronic translators, and clarification in their first language when possible).</li> </ul>	<p><b>Key Vocabulary:</b> Photo essay, slides, images, sequential order, layout design, showcase, creative interpretation, self-reflection</p> <p><b>Key language structures:</b> Application of previously learned language structures and forms such as: use chronology/sequencing terms and concepts such as first, second, third, next, then, etc. / Transition and sequence words / past tense / compare and contrast.</p> <p><b>Warm-up:</b></p> <p>Teacher: Projects and shows the students a sample of a photo essay (Suggested resource: <a href="http://www.time.com/time/photoessays/2006/mexican_immigration/">http://www.time.com/time/photoessays/2006/mexican_immigration/</a>)</p> <p><b>Lesson Sequence:</b></p> <ol style="list-style-type: none"> <li>1. Teacher: Explains summative assessment: A Photo Essay</li> <li>2. Students: Create a photo essay about yourself and the person you interviewed, focusing on the theme of the immigrant</li> </ol>	<p style="text-align: center;"><b><u>Summative</u></b></p> <ul style="list-style-type: none"> <li>• Completed Photo Essay</li> </ul>

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experience using the sentences in your Venn Diagram. You will need to use PowerPoint, a digital camera, and the Internet. Your final photo essay will have 7 slides with an image on each slide. The first three slides will describe you and your personal immigration experience in sequential order, and then next three slides will describe the person you interviewed and his or her personal or family's immigration experience in sequential order. The last slide will explain what you learned as a result of this unit.

You will choose the layout design, images, and phrases to showcase your creative interpretation of the interview and self-reflection. Use the Photo Essay Project Guide, Summative Assessment Sheet and Grading Rubric to assist them in the process of creating your photo essay.

3. Students: Use class time and resources to create their photo essay. When they are finished, they will submit their photo essay electronically through a method that is accessible for the teacher (suggestions: Email Power Point file, post on Wiki, post on a Blog, post on class website).
4. Students: Present their finished photo essays to the class. Students will be able to read their classmates' photo essays and orally comment on them in class discussion and/or use a rubric.

### **Closure:**

Students: Share what they learned about immigration.

### **Expansion/Extension/Homework:**

Students: Finish photo essay, and share it with family.

### **Differentiation:**

Use flexible grouping; deliberately pair students homogeneously or heterogeneously by proficiency level depending on the objective.

ELP 2: Copy sentences for the photo essay directly from their Venn diagrams.

ELP 3: Write sentences for the photo essay based on graphic organizer and discussions.

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### Suggested Resources:

- Microsoft Word Document: Photo Essay Project Guide
- Microsoft Word Document: Photo Essay Summative Assessment Sheet
- Microsoft Word Document: Rubric for grading photo essay